DOCUMENT RESUME

ED 113 551 CE 005 096

TITLE Goals for Vocational Education Professional Development System or Model for Wisconsin: Report of Survey.

INSTITUTION Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.; Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

PUB DATE Sep 75
NOTE 21p.

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Advisory Committees; *Educational Objectives; Objectives; *Opinions; Questionnaires; *Staff Improvement; State Officials; *Surveys; Tables (Data); Teacher Educators; *Vocational Education; Vocational Education Teachers
IDENTIFIERS Wisconsin

ABSTRACT

The purpose of the survey was to validate a list of seven goals for a vocational education professional development system. Objectives were to ascertain perceptions of the degree of importance, extent of achievement, and responsibilities for accomplishing the goals. The goals are: staff educational needs, staff supply and demand, efficiency of system, geographic availability, flexibility of programs, effectiveness of system, and certification of personnel. These goals were incorporated into a four-part questionnaire: (1) to identify respondents by type of agency or institution and their area in vocational education, and their perception as to the (2) degree of importance, (3) extent of achievement, and (4) agency responsibilities for achieving each goal. A five-point Likert-Type scale was incorporated into the questionnaire sent to 160 subjects with a 68.8 percent rate of return. Tables and discussions are presented based on the findings drawn from the data. It was concluded that all goals but "certification of personnel" ranked as "High Importance--Goal Greatly Needed." "Certification of personnel" was viewed as a goal of "Average Importance--Goal Needed but not Essential." Recommendations and comments from the survey are included as well as a copy of the questionnaire used for the survey. (Author/EC)

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GOALS FOR

VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM OR MODEL

FOR WISCONSIN

Report of Survey

Co-Sponsored: Research Coordinating Unit
Wisconsin Board of Vocational,
Technical and Adult Education
and
Center for Vocational, Technical,
and Adult Education
University of Wisconsin-Stout

September, 1975

CE 005096

INTRODUCTION

Goals are an inseparable part of the planning process. One prerequisite for the development of a five-year plan for vocational education professional development is the establishment of goals for the professional development system or model.

A goal is a long range expression of intent or end results and facilitates group action for accomplishment of a mission, purpose or plan.

OBJECTIVES

The purpose of this survey was to "validate" a list of seven goals for a vocational education professional development system or model for Wisconsin. Objectives were to ascertain perceptions of the degree of importance, extent of achievement, and responsibilities for accomplishing the goals.

METHODOLOGY

A review of the literature resulted in the list of goals indicated in the attachment. These goals were incorporated into a four-part questionnaire to identify respondents by type of agency or institution, their area in vocational education; and their perception as to the degree of importance, extent of achievement, and agency responsibilities for achieving each goal. A five-point Likert-Type scale was incorporated into the questionnaire.

Under cover letter dated July 17, 1975, a questionnaire was mailed to 160 vocational education teacher educators, state staffs of DPI and WBVTAE and local representatives on the Part F Education Professions Development Act (EPDA) Advisory Committee.

Returns were keypunched on EDP cards in WBVTAE and mailed August 22, 1975 to UW-Stout for processing. Computer printouts were received by the RCU on September 4, 1975 and form the basis for this report.

FINDINGS

Of the 160 mailings, 110 (68.8%) responses were processed.

Table 1 indicates that the largest number of respondents (44) were with the University of Wisconsin System (UWS) with 33 being state staff members with the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE).

Table 2 indicates that the largest number of respondents (55) were in the "other" category with 15 being in Business and Office Education.

Table 1

RESPONDENTS BY TYPE OF AGENCY OR INSTITUTION

Agency/Institution	Number
State Department of Public Instruction	11
Wisconsin Board of VTAE	33
University of Wisconsin System Campus	44
Elem. or Secondary Level School District or CESA	8
Post Secondary VTAE School or District	13
Other	1
Total	110

Table 2

RESPONDENTS BY AREA OF VOCATIONAL EDUCATION

Area	Number
Agriculture or Agri-Business	12
Business and Office Occupations	15
Distributive Education	3
Health Occupations	3
Home Economics	6
Trades and Industry	9
Disadvantaged or Handicapped	4
Other (Adult, Admin., etc.)	55
No Response	3
Total	110

Table 3 indicates data relevant to the degree of importance of each goal as perceived by the respondents. The Likert-Type scale included: 1 = "No Importance - Goal Not Needed"; 2 = "Low Importance - Little Need for Goal"; 3 = "Average Importance - Goal Needed but not Essential"; 4 = "High Importance - Goal Greatly Needed"; and 5 = "Extremely High Importance - Critical Need for Goal".

Table 3

RATINGS OF GOALS IN TERMS OF PERCEIVED DEGREE OF IMPORTANCE
BY STATE TOTAL RESPONSES

N = 110

Goal	Modal Response	Mean	Std. Dev.	Median	IQR
1. Staff Educational Needs	5	4.190	.868	4.313	1.240
2. Staff Supply and Demand	4	3.863	.919	3.931	1.386
3. Efficiency of System	4	3.918	.740	3.959	.901
4. Geographic Availability	4	3.827	.807	3.818	1.298
5. Flexibility of Programs	4	3.963	.796	4.000	1.037
6. Effectiveness of System	3	3.547	.932	3.552	1.378
7. Certification of Personnel	4	3.379	1.042	3.471	1.466

Data in Table 3 indicate that Goal #1 - "To identify and project pre-service and in-service educational and training needs of vocational professional personnel . . ." has a modal response of "5" and the highest mean of 4.190 which implies it to be a goal of "High Importance - Goal Greatly Needed". All other goals except #6 received a modal response of "4" and means above 3.300. It could be assumed that mean values above 3.500 would approach "High Importance - Goal Greatly Needed". Goal #7 - "To develop and implement policies and standards governing the certification of vocational professional personnel" received the lowest mean value of 3.379 which results in a goal of "Average Importance - Goal Needed but not Essential".

Please refer to "Summary of Comments on Goals Survey".

Table 4 indicates data relevant to the extent of achievement of each goal as perceived by the respondents. The Likert-Type Scale included: 1 = "None - No Achievement"; 2 = "Somewhat - Some Achievement"; 3 = "Average Achievement"; 4 = "Considerable Achievement"; and 5 = "Complete Achievement".

Data in Table 4 indicate that Goal #7 "Certification of Personnel" received the highest mean value of 3.543 or approaching "Considerable Achievement". Most goals had modal responses of "3" and mean values of 3.066 or less, which implies "Some" or "Average Achievement".

Table 5 indicates data relevant to responsibilities for achieving goals. The questionnaire incorporated a matrix of the seven goals and seven agencies or institutions. Respondents were asked to "place <u>one</u> or <u>more</u> of the following letters which best describes your perception as to the agency's or institution's role or degree of responsibility for accomplishing that goal". L = "Leading or Major Role"; E = "Equal or Shared Responsibility"; and M = "Minor or No Responsibility".

Table 4

RATINGS OF GOALS IN TERMS OF PERCEIVED EXTENT OF ACHIEVEMENT

N = 101 to 106

Goal	Modal Response	Mean	Std. Dev.	Median	IQR
1. Staff Educational Needs	3	3.066	.759	3.085	1.177
2. Staff Supply and Demands	3	3.066	.827	3.077	1.254
3. Efficiency of System	3	2.809	.731	2.823	1.125
4. Geographic Availability	3	2.800	.821	2.777	1.232
5. Flexibility of Programs	2-3	2.759	.778	2.719	1.268
6. Effectiveness of System	3	2.643	.739	2.686	1.118
7. Certification of Personnel	4	3.543	.821	3.579	1.235

Data in Table 5 indicate the number of omissions (O's), L's, E's, M's, and Means for each goal for each agency or institution. The means were calculated on the basis of L=3, E=2, M=1 and the number of responses for that goal for that agency.

Data in Table 5 indicate a preponderance of the highest means (2.072 to 2.604) and "Leading" or "Equal" roles were calculated for the Wisconsin Board of VTAE, the State DPI, and the University of Wisconsin System (UWS). Local VTAE districts had a mean of 2.080 for Goal #1 and 2.027 for Goal #5.

Mean values for USOE range from 1.274 (Goal #4) to 1.648 for Goal #6. Comparatively few leading roles and several minor roles were assigned to USOE.

Local secondary school districts, CESA, and post-secondary VTAE districts show a tendency toward equal or shared roles for Goal #1, determining staff educational and training needs; Goal #2, supply and demand needs; and Goal #4, geographic availability. The lowest mean, 1.607 (minor role) is calculated for Goal #2 for Local Educational Agency (LEA).

Examination of Table 5 horizontally for each goal will facilitate relative degree of responsibility for the various agencies or institutions in terms of mean values, frequencies of leading or major roles, equal or shared responsibilities, and minor or no responsibility.

Table 5

AGENCY RESPONSIBILITIES FOR ACHIEVING GOALS IN TERMS OF FREQUENCY OF RESPONSES FOR LEADING, EQUAL OR MINOR ROLE *

L(3) = Leading or Major Role
E(2) = Equal or Shared Role
M(1) = Minor or No Responsibility
O(0) = Omits

Goal		Agency or Institution						
		USOE	State WBVTAE	State DPI	UWS	Local E/S Sch	CESA	Local VTAE
1. Staff Educational Needs	O=	51	17	33	26	41	55	35
	L=	7	44	23	17	7	4	13
	E=	14	48	42	53	43	22	55
	M=	38	1	12	14	19	29	7
	*Mn=	1.474	2.462	2.142	2.035	1.826	1.545	2.080
2. Staff Supply & Demand	O=	55	28	41	19	54	63	48
	L=	5	29	19	48	3	2	8
	E=	13	43	36	35	28	13	36
	M=	37	10	14	8	25	32	18
	Mn=	1.418	2.231	2.072	2.439	1.067	1.361	1.838
3. Efficiency of System	O=	52	16	36	36	58	60	50
	L=	2	48	25	32	3	3	10
	E=	14	44	34	33	21	17	34
	M=	42	2	15	10	28	30	16
	Mn=	1.310	2.489	2.135	2.355	1.519	1.460	1.900
4. Geographic Availability	O=	59	21	36	31	52	53	40
	L=	5	43	28	38	6	9	13
	E=	4	40	30	32	27	25	43
	M=	42	6	16	9	25	23	14
	Mn=	1.274	2.415	2.162	2.367	1.672	1.754	1.985
5. Flexibility of Program	O=	55	23	39	24	48	55	38
	L=	4	33	24	36	5	3	14
	E=	18	50	33	42	32	25	46
	M=	33	4	14	8	25	27	12
	Mn=	1.472	2.333	2.140	2.325	1.677	1.563	2.027
6. Effectiveness of System	O=	56	21	36	39	57	61	48
	L=	10	50	25	18	2	1	10
	E=	15	37	35	36	27	22	38
	M=	29	2	14	17	24	26	14
	Mn=	1.648	2.539	2.148	2.014	1.584	1.489	1.935
7. Certification of Staff	O=	56	19	32	38	52	59	46
	L=	7	57	40	10	4	2	11
	E=	12	32	27	37	24	15	37
	M=	35	2	11	25	30	34	16
	Mn=	1.481	2.604	2.371	1.791	1.551	1.372	1.921

* The mean (Mn) is based on responses to the item for each agency. If an agency did not receive an L, E, or M rating, it was counted as an "omit". The "omits" are not considered when calculating the means. Thus, an agency with many "omits" may have a mean that over estimates its role.

Table 6 indicates data relevant to the degree of importance of each goal as perceived by respondents by type of agency or institution.

Data in Table 6 indicate that the highest mean (4.431) was calculated for Goal #1 for respondents from UWS.

Table 6

MEAN VALUES OF GOALS IN TERMS OF RESPONDER'S PERCEIVED DEGREE OF IMPORTANCE BY TYPE OF AGENCY OR INSTITUTION

Goal	Agency or Institution				
	State DPI N = 11	State WBVTAE N = 33	UWS Campus N = 44	E/S Sch. CESA N = 8	Local VTAE N = 13
1. Staff Educational Needs	4.000	4.090	4.431	3.875	3.923
2. Staff Supply and Demands	3.818	3.727	4.022	3.375	4.000
3. Efficiency of System	4.000	3.969	3.931	4.000	3.615
4. Geographic Availability	4.272	3.515	3.840	4.125	3.923
5. Flexibility of Programs	3.727	3.878	4.090	4.375	3.692
6. Effectiveness of System	3.700	3.454	3.878	3.375	2.769
7. Certification of Personnel	3.000	3.363	3.744	3.125	2.583

The lowest mean (2.583) was calculated for Goal #7 for local post-secondary VTAE respondents.

Table 7 indicates data relevant to the degree of goal achievements as perceived by respondents by type of agency or institution.

Data in Table 7 indicate the highest mean (4.083) was calculated for Goal #7 for local VTAE respondents, while the lowest mean (2.416) is shown for Goal #6 for local VTAE respondents.

Table 7

MEAN VALUES OF GOALS IN TERMS OF RESPONDER'S PERCEIVED EXTENT OF GOAL ACHIEVEMENT BY TYPE OF AGENCY OR INSTITUTION

Goal	Agency or Institution				
	State DPI N = 11	State WBVTAE N = 32	UWS Campus N = 42	E/S Sch. CESA N = 8	Local VTAE N = 12
1. Staff Educational Needs	3.272	3.093	3.073	3.125	2.750
2. Staff Supply & Demand	3.000	2.843	3.214	3.625	2.833
3. Efficiency of System	2.727	2.741	2.833	2.750	3.000
4. Geographic Availability	2.636	2.677	3.119	2.625	2.333
5. Flexibility of Programs	2.636	2.774	2.926	2.500	2.500
6. Effectiveness of System	2.818	2.516	2.743	2.714	2.416
7. Certification of Personnel	3.545	3.419	3.475	3.625	4.083

Further detailed data is available on the printouts in the Research Coordinating Unit (RCU) resource center at the WBVTAE.

CONCLUSIONS

Following are some of the conclusions which can be drawn from the data presented.

1. Goals #1 through #6 of the seven goals, on the basis of mean values exceeding 3.500, are generally acceptable as "High Importance - Goal Greatly Needed".

2. Goal #7, with a mean of 3.379, is a goal with "Average Importance - Goal Needed but not Essential".

3. All of the seven goals, on the basis of mean values, have margins or opportunities for further achievements. Goals #1 through #6 received mean values of 3.066, which indicates "Some to Average Achievement". Goal #7 with a mean of 3.543 approaches "Considerable Achievement".

4. Others

RECOMMENDATIONS

1. All agencies, except USOE, should share responsibilities for achieving Goal #1, "Determining Staff Educational Needs", with WBVTAE assuming a leading or major role.

2. All agencies, except USOE, should share responsibilities for achieving Goal #2, "Assuring an adequate supply of qualified professional personnel commensurate with needs", with UWS assuming a leading or major role.

3. All agencies, except USOE, should share responsibilities for achieving Goal #3, "Optimizing the efficiency of the professional personnel development system", with WBVTAE assuming a leading or major role.

4. All agencies, except USOE, should share responsibilities for achieving Goal #4, "Assuring geographic availability of pre-service and in-service programs", with WBVTAE, DPI, and UWS assuming leading or major roles.

5. All agencies should share responsibilities for achieving Goal #5, "Provision of comprehensive flexible individualized professional personnel development programs" with UWS, WBVTAE and DPI assuming leading or major roles.

6. All agencies should share responsibilities for achieving Goal #6, "Assessing the effectiveness of the various components of the state professional development system", with WBVTAE assuming a leading or major role.

7. All agencies should share responsibilities in achieving Goal #7, "Development and implementation of certification policies and standards" with WBVTAE and DPI assuming leading or major roles.

SUGGESTIONS

1. Consideration could be given to differentiating between "pre-service" and "in-service" for Goal #1.

2. Consideration could be given to differentiating between "pre-service" and "in-service" for Goal #3.

3. Consideration could be given to "splitting" Goal #4 into "assuring geographic availability of programs" and "tailoring programs to district and regional needs".

RJK:go

SUMMARY OF COMMENTS ON GOALS SURVEY
INDICATED IN 21 OF 110 RETURNS)

(August, 1975)

Goal 1: EDUCATIONAL NEEDS OF PERSONNEL

"Returns from my survey for panel presentation indicate needs here".

"Not enough info to make an assessment".

"#1 has done to some extent". "Must reflect governor's concerns".

"Local agencies need a voice in in-service training programs. This is critical". "Different for each". (Circled pre-service and in-service)

Goal 2: SUPPLY AND DEMAND NEEDS FOR PERSONNEL

"Need to develop legislative support such as dropping the capping of enrollments in critical areas".

"Supply adequate for D.E. presently but quality needs improvement".

"Quality could be better". "Varies with position and field".

"Accomplished thru #1". "Shared responsibility".

"Should relate to specific areas, not in all teaching areas."

Goal 3: EFFICIENCY OF STAFF DEVELOPMENT SYSTEM

"Need inter-disciplinary teacher educ.". "Depends on whether pre - or in-service".

Goal 4: GEOGRAPHIC AVAILABILITY OF ACTIVITIES

"Need to develop legislative support such as dropping the capping of enrollments in critical areas". "Also, expanding programs into additional schools in U. System."

Note - One respondent suggested that this goal be divided into two parts: (a) To assure, to the extent possible, maximum geographic availability of both pre-service and in-service professional personnel development activities, and (b) To tailor programs to the unique and critical needs of local districts and regions.

"This is a debateable item - depends on interpretation of 'dist.-region'."

"See 3 above". (Depends on whether pre - or in-service)

Goal 5: FLEXIBILITY OF STAFF DEVELOPMENT PROGRAMS

"Individualized". "Your dreaming". "Must reflect governor's concerns".

"On the local level we feel that we have a thorough and comprehensive program".

Goal 6: EFFECTIVENESS OF SYSTEM COMPONENTS

"Should be evident". "No way to evaluate".

Goal 7: CERTIFICATION OF PERSONNEL

"We need competency based certification".

"Standards could be reviewed. Standards essential!!"

"I feel that Item 7 has not reached the level of achievement it should have".

"Question the usefulness of Item 7 - why? - Would take extensive explanation". "Much has been accomplished recently".

"We already have in good condition".

"Number 7 is already developed and implemented".

"Would depend on certification prerequisites according to state statutes and regulatory boards for example in the health fields".

"Leadership to keep from freezing standards".

GENERAL COMMENTS

"My perception of these agency's role is limited by a lack of familiarity with them". (5 similar comments)

"We still have critical shortages in some disciplines".

"The items are not mutually exclusive".

"Too much emphasis is dangerous".

- Questionnaire -

GOALS FOR VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM
OR MODEL FOR WISCONSIN*

1. City: _____ Name (optional) _____

2. What is the "level"/type of agency and/or institution with which you are involved in vocational education in Wisconsin?

   _____1. State Department of Public Instruction

   _____2. Wisconsin Board of Vocational, Technical and Adult Education

   _____3. University of Wisconsin System Campus

   _____4. Elementary or Secondary level school district, or CESA.

   _____5. Post-secondary level vocational-technical school or district.

   _____6. Other: _____

3. In which area do you perform the greater part of your vocational education work?

   _____1. Agriculture or Agri-business

   _____2. Business and Office Occupations

   _____3. Distributive Education

   _____4. Health Occupations

   _____5. Home Economics

   _____6. Trades and Industry

   _____7. Disadvantaged or Handicapped

   _____8. Other: (Adult, Admin. Service etc.) _____

*Adapted from a paper prepared by Darrell L. Parks, "A State Model for Professional Personnel Development in Vocational education", June 15-17, 1971, National Workshop, Washington D.C.

_____2. Wisconsin Board of Vocational, Technical and Adult Education

_____3. University of Wisconsin System Campus

_____4. Elementary or Secondary level school district, or CESA.

_____5. Post-secondary level vocational-technical school or district.

_____6. Other: _____

3. In which area do you perform the greater part of your vocational education work?

13

_____1. Agriculture or Agri-business

_____2. Business and Office Occupations

_____3. Distributive Education

_____4. Health Occupations

_____5. Home Economics

_____6. Trades and Industry

_____7. Disadvantaged or Handicapped

_____8. Other: (Adult, Admin. Service etc.) _____

*Adapted from a paper prepared by Darrell L. Parks, "A State Model for Professional Personnel Development in Vocational education", June 15-17, 1971, National Workshop, Washington D.C.

DEGREE OF IMPORTANCE

Please place an "X" in a space 1 through 5 for each numbered item corresponding to your rating in terms of how important you view the item as a goal for a vocational education professional development system or model in Wisconsin.

GOAL STATEMENT	Ratings - How Important				
	No importance - Goal Not Needed	Low Importance - Little Need for Goal	Average Importance - Goal Needed but not Essential	High Importance - Goal Greatly Needed	Extremely High Importance -Critical Need for Goal
	1	2	3	4	5
1. Educational Needs of Personnel - To identify and project the pre-service and in-service educational and training needs of vocational professional personnel in all functional categories, e.g., (teachers, guidance counselors, coordinators, local administrator, state staffs, teacher educators, etc.) in terms of agency and institutional missions and programs.	___	___	___	___	___
2. Supply and Demand Needs For Personnel - To assure an adequate supply of qualified professional personnel which is commensurate with existing and projected needs for delivery of vocational education programs, activities and services in all program areas in all functional categories throughout the state.	___	___	___	___	___
3. Efficiency of Staff Development System - To optimize the efficiency and effectiveness of a vocational professional personnel development system, e.g., (minimize duplication of programming, capitalize on strengths, etc.).	___	___	___	___	___
4. Geographic Availability of Activities - To assure, to the extent possible, maximum geographic availability of both pre-service and in-service professional personnel development activities and to tailor programs to the unique and critical needs of local districts and regions.	___	___	___	___	___
5. Flexibility of Staff Development Programs - To provide comprehensive, flexible individualized professional personnel development programs, activities and services which will facilitate continuous professional growth in all vocational disciplines in all functional categories throughout the state.					

	1	2	3	4	5
1. Educational Needs of Personnel - To identify and project the pre-service and in-service educational and training needs of vocational professional personnel in all functional categories, e.g., (teachers, guidance counselors, coordinators, local administrator, state staffs, teacher educators, etc.) in terms of agency and institutional missions and programs.					
2. Supply and Demand Needs For Personnel - To assure an adequate supply of qualified professional personnel which is commensurate with existing and projected needs for delivery of vocational education programs, activities and services in all program areas in all functional categories throughout the state.					
3. Efficiency of Staff Development System - To optimize the efficiency and effectiveness of a vocational professional personnel development system, e.g., (minimize duplication of programming, capitalize on strengths, etc.).					
4. Geographic Availability of Activities - To assure, to the extent possible, maximum geographic availability of both pre-service and in-service professional personnel development activities and to tailor programs to the unique and critical needs of local districts and regions.					
5. Flexibility of Staff Development Programs - To provide comprehensive, flexible individualized professional personnel development programs, activities and services which will facilitate continuous professional growth in all vocational disciplines in all functional categories throughout the state.					
6. Effectiveness of System Components - To assess the effectiveness of the various components of the state vocational professional development system.					
7. Certification of Personnel - To develop and implement policies and standards governing the certification of vocational professional personnel.					

COMMENTS:

TO WHAT EXTENT IS GOAL BEING ACHIEVED?

Please place an "X" in a space 1 through 5 for each numbered item corresponding to your rating in terms of the extent to which you perceive the goal as being achieved or met in Wisconsin.

GOAL STATEMENT	Ratings - Degree of Achievement				
	None - No Achievement	Somewhat - Some Achievement	Average - Achievement	Considerable - Achievement	Complete - Achievement
	1	2	3	4	5
1. Educational Needs of Personnel - To identify and project the pre-service and in-service educational and training needs of vocational professional personnel in all functional categories, e.g., (teachers, guidance counselors, coordinators, local administrator, state staffs, teacher educators, etc.) in terms of agency and institutional missions and programs.	___	___	___	___	___
2. Supply and Demands for Personnel - To assure an adequate supply of qualified professional personnel which is commensurate with existing and projected needs for delivery of vocational education programs, activities and services in all program areas in all functional categories throughout the state.	___	___	___	___	___
3. Efficiency of Staff Development System - To optimize the efficiency and effectiveness of a vocational professional personnel development system, e.g., (minimize duplication of programming, capitalize on strengths, etc.)	___	___	___	___	___
4. Geographic Availability of Activities - To assure, to the extent possible, maximum geographic availability of both pre-service and in-service professional personnel development activities and to tailor programs to the unique and critical needs of local districts and regions.	___	___	___	___	___
5. Flexibility of Staff Development Programs - To provide comprehensive, flexible individualized professional personnel development programs, activities and services which will facilitate continuous professional growth in all vocational disciplines in all functional categories throughout the state.	___	___	___	___	___
6. Effectiveness of System Components - To assess the effectiveness of the various					

1. Educational Needs of Personnel - To identify and project the pre-service and in-service educational and training needs of vocational professional personnel in all functional categories, e.g., (teachers, guidance counselors, coordinators, local administrator, state staffs, teacher educators, etc.) in terms of agency and institutional missions and programs.

2. Supply and Demands for Personnel - To assure an adequate supply of qualified professional personnel which is commensurate with existing and projected needs for delivery of vocational education programs, activities and services in all program areas in all functional categories throughout the state.

3. Efficiency of Staff Development System - To optimize the efficiency and effectiveness of a vocational professional personnel development system, e.g., (minimize duplication of programming, capitalize on strengths, etc.)

4. Geographic Availability of Activities - To assure, to the extent possible, maximum geographic availability of both pre-service and in-service professional personnel development activities and to tailor programs to the unique and critical needs of local districts and regions.

5. Flexibility of Staff Development Programs - To provide comprehensive, flexible individualized professional personnel development programs, activities and services which will facilitate continuous professional growth in all vocational disciplines in all functional categories throughout the state.

6. Effectiveness of System Components - To assess the effectiveness of the various components of the state vocational professional development system.

7. Certification of Professional Personnel - To develop and implement policies and standards governing the certification of vocational professional personnel.

COMMENTS:

RESPONSIBILITIES FOR ACHIEVING GOALS

For each goal statement indicated below, place one or more of the following letters which best describes your perception as to the agency's or institution's role or degree of responsibility for accomplishing that goal.

L = Leading or Major Role
E = Equal or Shared Responsibility
M = Minor or no Responsibility

GOAL STATEMENT	1 U.S. Office of Education	2 State Board of VTAE	3 State Dept. of Pub. Instruction	4 University of Wis. System	5 Local Secondary School Districts	6 CESA	7 Local Post-Secondary VTAE Districts
1. Educational Needs of Personnel - To identify and project the pre-service and in-service educational and training needs of vocational professional personnel in all functional categories, e.g., (teachers, guidance counselors, coordinators, local administrator, state staffs, teacher educators, etc.) in terms of agency and institutional missions and programs.							
2. Supply and Demand Needs for Personnel - To assure an adequate supply of qualified professional personnel which is commensurate with existing and projected needs for delivery of vocational education programs, activities and services in all program areas in all functional categories throughout the state.							
3. Efficiency of Staff Development System - To optimize the efficiency and effectiveness of a vocational professional personnel development system, e.g., (minimize duplication of programming, capitalize on strengths, etc.)							
4. Geographic Availability of Activities - To assure, to the extent possible, maximum geographic availability of both pre-service and in-service professional personnel development activities and to tailor programs to the unique and critical needs of local districts and regions.							
5. Flexibility of Staff Development Programs - To provide comprehensive, flexible individualized professional personnel development programs, activities and services which will facilitate continuous professional growth in all vocational disciplines in all functional categories throughout the state.							
6. Effectiveness of System Components - To assess the effectiveness of the various components of the state vocational professional development system							

	1	2	3	4	5	6	7
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6. Effectiveness of System Components - To assess the effectiveness of the various components of the state vocational professional development system.							
7. Certification of Personnel - To develop and implement policies and standards governing the certification of vocational professional personnel.							

COMMENTS:

GOALS FOR VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM
OR MODEL FOR WISCONSIN*

1. EDUCATIONAL NEEDS OF PERSONNEL - To identify and project the pre-service and in-service educational and training needs of vocational professional personnel in all functional categories, (e.g., teachers, guidance counselors, coordinators, local administrator, state staffs, teacher educators, etc.) in terms of agency and institutional missions and programs.

2. SUPPLY AND DEMANDS FOR PERSONNEL - To assure an adequate supply of qualified professional personnel which is commensurate with existing and projected needs for delivery of vocational education programs, activities and services in all program areas in all functional categories throughout the state.

3. EFFICIENCY OF STAFF DEVELOPMENT SYSTEM - To optimize the efficiency and effectiveness of a vocational professional personnel development system, (e.g., minimize duplication of programming, capitalize on strengths, etc.)

4. GEOGRAPHIC AVAILABILITY OF ACTIVITIES - To assure, to the extent possible, maximum geographic availability of both pre-service and in-service professional personnel development activities and to tailor programs to the unique and critical needs of local districts and regions.

5. FLEXIBILITY OF STAFF DEVELOPMENT PROGRAMS - To provide comprehensive, flexible individualized professional personnel development programs, activities and services which will facilitate continuous professional growth in all vocational disciplines in all functional categories throughout the state.

6. EFFECTIVENESS OF SYSTEM COMPONENTS - To assess the effectiveness of the various components of the state vocational professional development system.

7. CERTIFICATION OF PROFESSIONAL PERSONNEL - To develop and implement policies and standards governing the certification of vocational professional personnel.

*Adapted from a paper prepared by Darrell L. Parks, "A State Model for Professional Personnel Development in Vocational Education", June 15-17, 1971, National Workshop, Washington, D.C.

RK/btm